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ABSTRACT

This practicum was designed to increase parental awareness of the importance of participation in a student's "daily" educational program. The specific goal of the practicum was to increase parent involvement in a first-grade Chapter 1 public school classroom program serving predominantly Hispanic American migrant children. It was expected that, as a result of the implementation effort, (1) 85 percent of involved parents would sign students' completed homework and have it returned to the teacher; (2) 85 percent of parents would participate in a parent-teacher conference; (3) 85 percent of parents would sign and return a questionnaire demonstrating evidence of parent participation; and (4) 144 homework assignments would be completed and turned in to the classroom teacher. To address these goals, a highly motivational, structured program was implemented. All projected objectives were achieved. The Parent Questionnaire and a teacher/parent conference summary form are appended. (RH)

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Increasing Parent Involvement in a First Grade Chapter I Public School Classroom Program

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Increasing Parent Involvement in a First Grade Chapter I Public School Classroom Program

by

Jeanice J. Doty

Cluster XVIII

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

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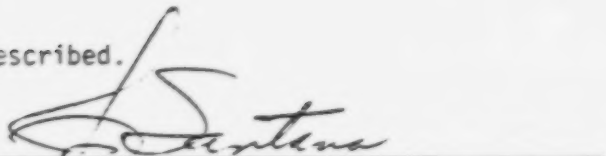
PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: 

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This practicum report was submitted by Jeanice J. Doty under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

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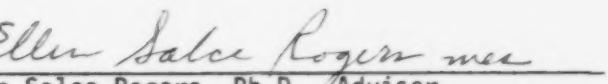

JoEllen Salce Rogers, Ph.D., Adviser

TABLE OF CONTENTS

		Page
TITLE PAGE		i
APPROVAL PAGE		ii
TABLE OF CONTENTS		iii
ABSTRACT		iv
Chapter		
I	INTRODUCTION	1
	Description of Community	1
	Author's Work Setting and Role	4
II	STUDY OF THE PROBLEM	6
	Problem Description	6
	Problem Documentation	6
	Causative Analysis	8
	The Related Literature	9
III	ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	15
	Statement of Goals and Expectations	15
	Behavior Expected	15
	Mechanism for Recording Unexpected Events	16
	Description of Evaluation Instruments	16
	Description of Plans for Analyzing Results	18
IV	SOLUTION STRATEGY	19
	Discussion and Evaluation of Solutions	19
	Description of Selected Solutions	21
	Report of Action Taken	22
V	RESULTS, CONCLUSIONS AND RECOMMENDATIONS	32
	Results	32
	Conclusions	34
	Recommendations	34
	Dissemination	35
REFERENCES		36
APPENDICES		39
	Parent Questionnaire	39
	Teacher/Parent Conference Summary	41

ABSTRACT

Increasing Parent Involvement in a First Grade Chapter I Public School Classroom Program. Doty, Jeanice J., 1986: Practicum Report, NOVA University Ed.D. Program in Early and Middle Childhood.
Descriptors: Affective Behavior/Elementary Education/Parent Attitudes/ Parent Background/Parent Child Relationship/Questionnaires/Parent Participation/Parent Workshops/Bilingual Education

This practicum addressed the problem of a definite lack of parent involvement in the writer's first grade Chapter I public school classroom program. In a review of the literature, the writer found that each author had decided to approach the problem with as much tenacity as resources would allow. However, each situation merited its own method of solution and adaptation to the environmental setting.

The writer's goals were: (1) to increase students' completed homework returned to the teacher; (2) to encourage more participation by parents in parent-teacher conferences; (3) to motivate parents to complete and to return a teacher made questionnaire designed to promote parent participation in perusing home progress in home/classroom projects; and (4) to promote the successful completion of 144 homework assignments signed by the parents and returned to the classroom teacher. In order to address these goals, the writer implemented a highly motivational, structured program to increase parent awareness of the importance of participation in a student's "daily" educational program, i.e., homework and etc.

All projected "hoped for" objectives were achieved successfully and surpassed in three of the original objectives. The results were very positive and encouraging. The fourth objective was met with 100% success rate. Teaching is more than recitation of facts. It is giving of oneself in caring concern and purposeful effort.

CHAPTER I

INTRODUCTION

A. Description of Community, Including Socio-Economic and Geographic Factors

Leisure City is a predominately retirement and migrant community located in Dade County in southern Florida. The population fluctuates depending upon the time of year because of the migrant influx and exit. The adjacent Homestead Air Force Base adds to the migratory effect upon the community because the nature of the military mission makes it imperative for military families to be transient.

The economic livelihood of the community is closely associated with the adjoining town of Homestead and the outlying rural farm areas known as the Redlands. Leisure City is not incorporated and therefore was not founded as a township, but its residents have diverse backgrounds and have formed a thriving economic community.

Leisure City Elementary School was established in 1957 to serve the growing population of children within the area. The enrollment fluctuates from year to year due to the migrant population. The following profile of the 1984-85 enrollment at Leisure City Elementary School will give the reader a better visual picture of the ethnic data of the school.

Ethnic Data

Grade	White	Black non-Hispanic	Hispanic	American Indian/Asian
K	30	26	69	0
1	50	28	78	3
2	45	25	84	0
3	41	19	62	1
4	35	31	69	1
5	30	23	73	2

Students enrolled in the Exceptional Education Program

Grade	Specific Learning	Speech	Gifted	Emotional Handicapped
K		17		
1	3	6	2	
2	4	4		
3	10	8		
4	15	6		
5	17	2		1

Profile of Leisure City Elementary School Faculty/Administration

Years of Experience

0 - 3	4 - 6	7 - 10	11 - 15	15 or more
2	3	4	6	18

Educational Qualifications of Teachers/Administrators

Bachelor's Degree	Master's Degree	Specialist's Degree
15	10	2

The writer is primarily concerned with the first grade Chapter I population of the school because the writer is a first grade Chapter I teacher. Chapter I is a federally funded program which played an important role in the effort to improve the academic performance of students at Leisure City. Eligibility to the Chapter I program depended on how well the students scored on the Stanford Achievement test the year before. Any child who scored below the 15 percentile on the Stanford subtest "Listening to Words and Stories" in kindergarten and "Reading Comprehension" in grades first through fifth were eligible to participate in this program.

In the 1984-85 school year there were 178 children participating in the Chapter I program. It is projected after perusing the 1985 Stanford Achievement Test data that three first grade Chapter I classes will need to be formed for the 1985-86 school year. These students will be placed in self-contained classrooms with only 16 students per teacher. They will receive intensified instruction in the basic skill areas. Last year Chapter I funds also made available a computer lab for Chapter I students. The students received Reading and Math reinforcement through the use of computers two hours per week.

The enrollment for first grade for the 1984-85 school year was:

Grade	White	Black non-Hispanic	Hispanic	American Indian/Asian
1	50	28	78	3

The enrollment for the 1985-86 school year is similar with a heavy emphasis on the Hispanic population. The migrant population begins to matriculate into the school system usually around the months of October and November and sporadically exit around April and May. Because of the

migratory status of these students, it is imperative that they receive a vital program of basic skills provided by a caring teacher and enhanced by full parent support and cooperation. Many of these students receive "bits and pieces" of their formal education throughout the school year because they are traveling or moving "en route" to different places so their parents can pick tomatoes or pick cherries in different parts of the country.

B. Writer's Role and Responsibilities

The writer is a very concerned first grade Chapter I teacher because the need to be actively involved in the community is a privilege and responsibility that a caring teacher does not take lightly.

The writer's major duties as a first grade Chapter I teacher are to utilize a diagnostic/prescriptive approach to teaching and to prepare the students to be proficient in the basic skills of reading, writing, spelling, math and oral language development. The techniques used incorporate sight, hearing, and tactile/kinesthetic modes for learning. In addition to teaching, the writer must promote a positive image for the student and keep the parents informed about the students' progress. These duties are a full-time job for a dedicated teacher.

It has been a pleasure to have taken part in community "Outreach" programs to improve better communication with the home and the surrounding community. Last year the writer was actively involved in a special task program to reduce excessive absenteeism among first grade Chapter I students in a public school classroom. It was a tremendous success and the model for the program was utilized in other classrooms starting in January 1984. This model came about as the result of a practicum process

experience and was presented at a Nova Practicum Fair held in Miami in July of 1984.

It is out of caring concern for students both present and future that the writer has seen the need for and will endeavor to achieve increasing parent involvement in a first grade Chapter I public school classroom program.

CHAPTER II

STUDY OF THE PROBLEM

A. Description of the Problem Situation

Throughout the school year of 1984-85 the writer consistently observed a definite lack of parent involvement in the writer's first grade Chapter I public school classroom program. The lack of parent involvement was identified by observing absence of parents at parent-teacher conferences, no responses from parents from notes sent home by the teacher, lack of parent involvement in returning of student homework, and absence of parent response in home/classroom projects.

B. Documentation of the Problem

When the students were asked by the writer to show their homework to their parents and asked them to sign it, the students returned to class the following day with excuses that they did not have time to do their homework, a sibling had torn it up, or the parents were too tired or too busy to sign their homework. The writer was well aware that 100% of the class enrollment was of Hispanic origin and the parents were employed migrants in the local area, but it was vital to have parent involvement in each child's educational program. After perusal of the homework chart, it was very apparent that 96% of the class enrollment did not return homework signed or otherwise.

The writer requested parent-teacher conferences with the parents of the students who did not return homework. The request was made in the form of a letter written in English and Spanish, but there were no responses to the teacher from the parents either in verbal or written form.

The parents were given written notification in the form of teacher notes when a student needed to be encouraged to perform an academic task, improve classroom conduct, or even when an award of achievement was to be presented. There was no response from 96% of the parents contacted. There was no parental response from 96% of the parents whether the teacher note was positive or negative.

It was the writer's curriculum custom to present three major projects during the school year to be initiated in the classroom and carried out at home with parental approval and support. The projects were presented to the students in the form of teaching units and were segmented to facilitate learning in different aspects of the basic skills. For example, the project assigned in the Autumn time of the year was to find and either bring to school or to tell about as many signs of that season of the year that the student could find. When the student brought in an item the class discussed it in terms of size, color, shape, nature (habitat) of the object and whether or not it pertained to the assignment. The projects were closely coordinated between home and school.

The writer sent bi-lingual questionnaire forms home to the parents at the end of each project culminating activity and requested that the parents fill out the form and return it to the teacher with their signature. After close scrutiny of the questionnaire return tally, the rate of response was four to five weeks late or not at all. Only five percent of the parents returned the questionnaire forms signed.

The writer spoke to the principal about the lack of parental response and he suggested that perhaps a visiting teacher might be of help. The visiting teacher was very empathetic, but her case load filled her schedule and she could not take on any more cases at that point in time.

The writer began to realize that if any solution was to be accomplished, a thorough understanding of the problem was to be initiated. Since there was evidence of a lack of parent involvement in the writer's first grade Chapter I public school classroom program, the writer decided to examine possible causes for the lack of parent response.

C. Analysis of the Causes

The writer scheduled an appointment to meet with the visiting teacher assigned to the school to get a more indepth understanding of what the family life of a migrant farm worker at the Redland Migrant Camp would be like. The writer sought the help of the visiting teacher because she is Hispanic and she had a background of personal knowledge of what it was like to grow up in a migrant family. She assured the writer that the parents she had occasion to speak with always voiced concern about the education of their children but there were definite areas where they did not see where the lack of parent involvement was a detriment to the overall educational program for their children. For example, one parent had stated to the visiting teacher on more than one occasion--"So what if my child does not do his homework everyday. I send him to school to learn there." Note: The parent speaking had completed the fourth grade in formal education.

The first important barrier that became readily apparent to the writer was:

1. Lack of awareness of importance of parent participation in the child's "daily" education program.

As the writer continued to listen to the visiting teacher recount her experience with parents of migrant children at the Redland Migrant Camp,

three other major barriers to parent involvement became evident.

2. Lack of parent knowledge to speak or to write in English.
3. Scheduling of time in a busy work day to attend parent-teacher conferences.
4. Designation of time and place to do homework and specific place to put it to return to school.

It was with a devout resolution to do something about the lack of parent involvement that the writer decided to peruse relevant literature to find what other teachers had done to combat the problem in similar situations.

D. Relationship of the Problem to the Literature

The writer perused the relevant educational literature concerning parent participation in a primary public school classroom program and how other professionals had selected to combat such a problem that is relevant to every classroom teacher. In perusing the literature, it soon became apparent that each author had decided to approach the subject with as much tenacity as resources would allow.

Milton Kirby (1979) from the Brownsville, Texas Consolidated School District conducted a study in which first grade students from families with common ethnic, social and economic characteristics were studied to determine the effects of parent participation in the Primary Basic Education Program on the attendance and achievement of the children. The experimental group was composed of 160 children from low income, Spanish-speaking families in which at least one parent had participated in the primary incentive program. A control group of 160 children was selected from families in which neither parent had participated in the

primary program. Findings of the study were that the attendance rate of the experimental group was higher than that of the control group during the 1979-80 school year, and the experimental group attained a higher average score on a standard achievement test than did the control group.

A second study that the writer found to be closely related to the practicum problem was a study done by Lincoln and Boloz (1982). Ganado Primary School on the Navajo Reservation formulated and implemented an attendance improvement plan involving parental involvement in the possible solutions. An attendance task force was formed to study the problem and to recommend possible solutions for improvement. Recommendations included: identifying high risk students and interviewing their parents to determine their perception of the importance of attending school; undertaking a district-wide effort to reduce factors contributing to frequent absenteeism; and implementing a positive program.

The third study was conducted by Needels and Stallings (1981) who explored the relationship between parental involvement and student absences in first and third grades. The data were collected in a total of 166 classrooms as part of the Follow Through Planned Variation Program. Children in both first and third grades seemed to be absent less in classrooms where there was a higher percentage of parent involvement in classroom incentive programs, child questioning, adult responses, individualized instruction, and open-ended questions and where children and adults showed more positive effect.

McKinney and Hocutt (1982) conducted a study to describe the nature and extent of involvement experienced by 36 parents of Chapter I primary students compared to that by 38 parents of second grade students in a regular classroom program. The results of the parent involvement in the

Chapter I class showed an increase in parent involvement after a series of workshops were conducted to acquaint the parents with objectives of the program. The regular classroom program showed a significant increase in parent participation in the second grade regular classroom program. The increase was attributed to class mothers promoting parent involvement in field trips and culminating activities.

Lawrence Dolan (1984) compiled a report that evaluated the 1982-83 Reading Impact Project in Cleveland, Ohio, which served 2,313 first grade pupils in 46 Chapter I public schools. The project utilized supervised educational aides and provided inservice education for them as well as workshops for parents. Project operations were successfully implemented, as indicated by the attainment of three objectives. Approximately 75 percent of the project participants achieved passing scores for 6 out of 10 assessment level subtests embedded in the district reading program. Eleven inservice workshops for aides were rated as effective by participants. Parents were involved through meetings and a monthly newsletter, and reported evident project effects on reading skills of children. In addition, over two-thirds of the students were expected to be promoted in September 1983, and a comparison between performance levels of blacks and whites on assessment level subtests showed only one statistically significant difference in favor of black pupils.

The correlation factor that appeared to be relevant in the five studies was the positive result of parental involvement in increasing school attendance and promoting incentive opportunity for better learning achievement.

These five studies were chosen out of several others that the writer perused because they were most closely related to the hoped for results

that the writer hoped to achieve in the proposed practicum. Other studies mentioned parent involvement, but did not go into detail as to how the parents were involved and to what extent.

The other studies perused by the writer are as follows: According to G. Meckles (1981), parental involvement was vital to the educational success of under-privileged children. M. Strain (1982) correlated school success with parental attitude among children of low achievement in school. A. Cotugno (1982) related success in increasing student class attendance with documented parent involvement in education awareness workshops conducted for parents. L. A. Demers (1981) investigated the effect of teacher attitudes and parent involvement on student academic success and found a positive correlation. J. Donaldson (1981) reviewed factors that had been found through previous investigations to have a positive effect upon student achievement. One major factor discussed by Donaldson was the effect of parent involvement upon student achievement and attendance. A positive correlation was found for both attendance and achievement.

J. R. Flynn (1980) conducted a study to investigate the relationship between positive parent involvement and student attendance in school. He found a positive correlation between the two factors. R. Darlington (1982) wrote a guide for the prevention of absenteeism and cited parent involvement as a contributing factor. James D. Potts (1980) conducted a longitudinal study of factors causing absenteeism in public schools. He found a direct correlation between student absenteeism and student achievement. Parent involvement was not a key issue or factor. John Q. Easton (1982) compiled a longitudinal record of elementary school absence and investigated lack of parent involvement as a

contributing factor. He found a positive correlation between absenteeism and a lack of parent involvement. Robert K. Hayes (1980) wrote a guide for prevention of absenteeism and correlated parent involvement, attendance, and academic achievement as factors to be addressed when coping with absenteeism.

Robert H. Macmillan (1981) conducted a study of socioeconomic factors, parent involvement, and student attitude on the school achievement of fourth graders. He found a positive correlation between achievement, attitude and socioeconomic status. The factor of parent involvement did not achieve statistical significance. Henry G. Roper (1982) addressed the problem of parent involvement in his treatise on the importance of close scrutiny of enforcement of school attendance. He did not expound on the importance of parent involvement. F. Gresham (1982) conducted a study on the correlation between parent attitudes and student attitudes about attending school. He found a positive correlation between parent and student attitudes, but he did not elaborate on the importance of parent involvement in the child's educational program. L. Arnold (1980) wrote a booklet on Helping Parents Help Their Children which described some techniques that parents could utilize to help motivate their children to learn at home. It was informative, but not appropriate to the writer's practicum setting. R. S. Barth (1981) wrote an article on "When Children Enjoy School They Learn Better." He expounded on affective education. The article was interesting and informative but in the writer's opinion, it did not show any in-depth studies. D. Baumrind (1982) conducted a study on current patterns of parental authority which showed a correlation between patterns of parental authority and school achievement.

The writer was hesitant to readily accept Baumrind's findings because his sample population was very limited and no statistical significance was indicated. B. Bird (1983) wrote an article on "Talking with Parents" that had ten very important aspects to remember when discussing student progress or lack of progress with a parent. The writer will utilize these points when conducting parent conferences. J. Bossard (1982) conducted a research report on the large family system and the effects that the large family structure has on parental attitudes of student academic achievement. He found a positive correlation between student academic achievement and parental attitudes. C. P. Ferguson (1983) and I. E. Finkelstein (1983) both conducted separate studies concerning methods for increasing student achievement and both researchers noted parent involvement as an important factor.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. Goals and Expectations

This practicum was designed to increase parent awareness of the importance of participation in a student's "daily" educational program, i.e., homework and etc.

The specific goal of this practicum was to increase parent involvement in a first grade Chapter I public school classroom program.

B. Behavioral Expectations

The following goals were projected for this practicum:

1. Over a period of three months, 85% of the students' parents in the writer's first grade Chapter I class will sign and have students' completed homework returned to the teacher. Success will be measured by perusal of Homework Chart.
2. During the three months implementation period, 85% of the students' parents in the writer's classroom will participate in a parent-teacher conference whether by personal appearance or telephone conference.
3. At the end of three months, 85% of the students' parents in the writer's classroom will sign and return a questionnaire sent home by the teacher demonstrating evidence of parent participation in perusing home progress in home/classroom projects.

4. At the conclusion of the three month implementation period, 144 homework assignments will be completed and turned in to the classroom teacher as evidenced by check mark tabulation on the classroom Homework Chart.

C. Mechanism for Recording Unexpected Events

There were three major mechanisms for recording unexpected events.

1. Signatures on the Open-House Guest Booklet (in October) to indicate parent attendance.
2. Sign-in chart for any guests visiting the classroom.
3. Journal log to record teacher observation of unexpected events that might take place.

D. Measurement of Objectives

The writer chose the following methods for measurement of the objectives because after careful consideration of different alternative methods, the following method procedure proved to be most productive in meeting the criteria contained in each objective. The writer needed evaluation instruments that could most closely align themselves with a working classroom environment that could contain recorded data in a concrete and yet flexible manner. For example, the Homework Chart for the classroom was a concrete, visible method to record data and yet it was flexible in nature in that it did not have to be recorded at any specific time of the day or following any certain class activity.

In order to meet the criteria contained in each objective, the writer did the following:

1. Constructed a lined Homework Chart for the classroom to consist of:
   a. names of each student
   b. dates of homework assignment to be returned completed and signed by the parent
   c. at least 144 blocks on the chart to signify the required number of homework assignments to indicate success or completion of this objective
   d. symbol system on the chart to indicate whether the homework was returned signed by the parent or if it was just returned (i.e., signed by parent, completed, or incomplete)
2. Compiled parent-teacher conference forms (Appendix B) that were furnished by the school as a requirement for each parent-teacher conference that took place. The writer was sure to have:
   a. parent-teacher conference forms
   b. carbon paper for exact duplicates
3. Devised a survey quesionnaire form (Appendix A) which indicated evidence of parent participation in perusing home progress in home/classroom projects. It consisted of:
   a. typed in English and the home language (Spanish)
   b. open-ended questions to encourage parent response
   c. limited to five questions with ample room for a written response
   d. allowed three days for sufficient time for the parent to read and to think about how he/she would like to answer the questions

e. introduction of the questionnaire indicated praise and concern for the student's progress indicated by the teacher

E. Description of Plans for Analyzing Results

The writer utilized three specific methods for analyzing results.

1. Perusal of Homework Chart
   a. tabulated the number of homework assignments returned, signed by parents, completed, and/or incomplete.
   b. recorded tabulated results on a teacher-made tally sheet indicating success or failure to meet objective by each student.
2. Compiled and tabulated parent attendance at parent-teacher conferences indicated on parent-teacher conference forms.
   a. constructed a tally sheet which indicated the name of the parent attending, how often (dates) he/she attended
   b. a utilized symbol system which indicated at the end of the tally whether the objective of 85% parent participation had been achieved or not
3. Prepared a special page in the back of the teacher grade book which indicated a tally of parents signing and returning teacher-made questionnaire. It consisted of:
   a. name of parent that signed the form
   b. date questionnaire was sent and returned
   c. noted any parent response indicating a desire for teacher response or clarification
   d. tabulated responses to see if objective of 85% parent participation had been achieved

CHAPTER IV

SOLUTION STRATEGY

A. Discussion and Evaluation of Possible Solution

The problem of lack of parent involvement was not a new one by any means, but the different approaches to solving the problem has taken various forms and required innovative procedures depending upon the situation and the group of students involved.

While perusing the literature, the writer was particularly impressed by five specific studies that incorporated successful techniques in illiciting parent involvement.

The study conducted by Robert B. McCall (1984) showed a marked improvement in parent involvement through the use of workshops in communication. Whereas, Francis D. Sullivan (1983) chose to involve parents through meetings and a monthly newsletter instead of communication through workshops.

Ofelia Halasa (1983) in her study encouraged parent involvement in the classroom by requesting parent volunteers to help the students during the school day.

It was interesting to note that in the Community School District--Final Evaluation Report (1979-80) that parent involvement in a personalized kindergarten program was encouraged and implemented through at-home activities, sharing information about the child, attending parent enrichment workshops, and assistance in project evaluation.

Gifford and Summerell (1979) incorporated parent involvement in their study by administering a short form, self report parent questionnaire.

The questionnaire was designed to help Gifford and Summerell (1979) to investigate the relationship between parents attitudes and children's reading ability. The results of the questionnaire was helpful, but not totally significant.

The correlating factor integrated in all of the literature studies perused by the writer indicated that parent involvement was of utmost importance to each of the studies. The only prohibiting factor was the amount of participation received.

The writer chose to incorporate ideas gleaned from perusal of the literature and added a creative touch that was appropriate to the writer's work setting. Since the school populace was primarily of Hispanic origin, it was of vital importance to reach the students coming from the Redland Migrant Labor Camp.

On August 29, 1985 the writer received the class roster for the 1985-86 school year. The writer has a first grade Chapter I total Hispanic class. Since this was a very similar classroom enrollment to the writer's class last year, it was imperative that the writer initiated a vital program to "reach out" to the parents at the Redland Labor Camp.

The problem identified in the writer's work setting was lack of parent involvement in a first grade Chapter I public school classroom program.

Since the home language of the writer's students was Spanish, it was most appropriate to have an orientation for parents in the home language at the beginning of school. The writer consulted with the visiting Spanish teacher about possible problem areas with parents of Hispanic children.

The writer designated the time and place for planning "touch points" at the Redland Center Migrant Camp for parents of the writer's first grade Chapter I migrant students. The function of having "touch points" was to let the parents know that the writer cared and to explain the importance of parent participation in the student's daily educational program.

The solution strategy involved orientation of a Hispanic teacher's aide to acquaint her with communication strategies in working with parents. She assisted the writer in conducting orientation workshops and in preparation of letters to be sent to parents in English and the home language about homework requirements, classroom/home projects, and attendance at parent-teacher conferences.

Preparation was conducted to crystalize ideas for student contests to see if the "boys" or "girls" could produce the largest number of parent participants at the "touch point" meetings scheduled and conducted at the Redland Migrant Camp.

The writer made preparations for a Student-Parent Fair Day as a culminating activity that demonstrated and displayed classroom/home projects.

The teacher's aide assisted the writer to prepare materials for solution project strategies.

B. Description and Justification for Solution Selected

After perusal of the literature, the writer chose a creative strategy that was utilized within the writer's work setting. It did not duplicate any of the studies reviewed by the writer, but it enhanced the concept of the vital role that parental involvement must be incorporated into the student's daily educational program.

There was a correlation and limitation of solution strategies used in the literature review with the writer's solution strategy. The correlating factor was the encouragement of parent participation, but the limitation was the amount of parent participation involved. In the writer's solution strategy, every parent was encouraged to participate in both an individual and a group effort that enhanced each student's daily educational program.

The writer's solution strategy was appropriate to the community and work setting. It was needed in the work or school setting to broaden the student's educational program and it was appropriate to the community because the Hispanic parents do care about their children and want them to have a good education. Parental involvement was a vital key to stimulate a daily student educational program.

C. Report of Implementation Phase

The implementation phase was for three months in length. The starting date was September 30, 1985, the fifth week of school, and the ending date was December 20, 1985.

The first week of implementation, September 30 to October 4, was utilized in acquainting the students in the writer's classroom with procedures to be followed about homework, recording of homework on the Homework Chart in the classroom, behavioral expectations, letters and/or questionnaire (see Appendix A) to be sent home to the parents. The students were verbally prepared by the writer to start the prepatory process for the class project and on October 2, 1985 the students were asked to take home a parent questionnaire written in the home language. The questionnaire was designed to illicit parent response. Three-fourths, 12 students, of the 16 Chapter I students in

the writer's classroom returned the questionnaire the following day. The returned, signed questionnaires were noted on the Homework Chart as a returned homework assignment. Positive praise was administered to the students by the writer. Positive praise took the form of verbal praise, stars on the Homework Chart, and a scratch-n'-sniff sticker selected by the student. The writer perused the signed questionnaires that had been returned by the students and quickly tabulated that four parents had attempted to write responses to the open-ended statements. The other questionnaires contained only signatures for responses. However,the four parents who responded in writing wrote, "Yes I want," "Yes," "Yes," on statement number five of the questionnaire.

On October third the writer conducted a parent orientation meeting at the Redland Center Migrant Camp. The function of having "touch points" at the Redland Center Migrant Camp was to let the parents know that the writer cared and to explain the importance of parent participation in the student's daily educational program. A Hispanic teacher's aide accompanied the writer to the camp and she assisted in interpreting and in conducting an orientation workshop for the parents to acquaint them with homework requirements, classroom/home projects, and attendance at parent-teacher conferences. The writer spoke and demonstrated in English what the Hispanic teacher's aide interpreted into Spanish. At the end of the presentation, there was a question and answer period. Six parents attended. Two parents that attended were not parents of any of the writer's students. The response was very positive and the parents asked the writer and the interpreter to return again.

The outline of the parent orientation meeting conducted on October third was as follows:

I. Introduction to parents
   a. name identification
   b. purpose of the program
   c. statement by visiting Hispanic teacher

II. Purposes of incentive program
   a. acquaint parents with problem
   b. incentive techniques for motivation

III. Ways for parents to help student progress
   a. listing helpful hints (English and Spanish)
   b. question and answer time

The following week of October 7-11 the writer initiated plans for a student contest start date and prepared all of the materials needed to have a successful contest. The ideas for the student contests were to see if the "boys" or "girls" could produce the largest number of parent participants at the "touch point" meetings scheduled and conducted at the Redland Migrant Camp. On October seventh the writer reiterated to the students about homework, classroom/home projects, and parent-teacher conferences. Positive student response was always rewarded with positive praise on the part of the writer.

October 14-18 was the emphasis week on the Fall project. The project assigned in the Autumn time of the year was to find and either bring to school or to tell about as many signs of that season of the year that the student could find. When the student brought in an item the class discussed it in terms of size, color, shape, nature (habitat) of the object and whether or not it pertained to the assignment. The projects for the year were to be closely coordinated between home and school.

During the week of October 21-25, the writer started the schedule of parent-teacher conferences. The writer enlisted the aid of the Hispanic teacher aide to make telephone calls in the evenings to parents of the students in the writer's classroom. The parents were not only invited to attend from the camp, but they were motivated to talk about their desires for their children. As a result of the evening telephone calls, ten parents came to the school after 2:00 P.M. for parent-teacher conferences with the writer. With the beginning of successful conferences forming, the writer chose to plan and to execute the next "touch point" meeting at the camp. So on November 4, 1985 the writer initiated the mid-point "touch point" meeting with parents at Redland Migrant Labor Camp. The following was an outline of the important points to be covered at the meeting:

I. Introduction to parents
   a. discussion of purposes of program
   b. parent opinion on progress of incentive program
II. Corrections to plan
   a. discuss pros and cons of success or failure of the program thus far
   b. suggestions for modification of program
III. Techniques for evaluation of program
   a. parent opinion of progress
   b. implementation procedures for parents
   c. question and answer period

It was emotionally rewarding to the writer to see that fifteen parents out of the sixteen students in the writer's classroom had been in attendance at the "touch point" meeting. High motivation and

stimulation helped the students to work on home/classroom projects and to return their homework signed and dated. Parent-teacher conferences had improved since the first week of the initiated implementation phase. The writer could not help but feel elated that there seemed to be significant motivation and concern on the part of both parents and students. However, the motivation level seemed to waiver on the week of October 28 - November 1. Student participation in bringing in signed homework dropped from 90% to 85% in one week. The writer asked the students why they were not bringing in their signed homework as they had been doing previously. The answers varied. More than 50% of the students gave the following reasons:

1. A younger brother or sister has torn the homework paper or had written on it.
2. The student had lost the homework paper before reaching home.
3. The student could not locate the homework paper the following morning in order to bring it back to school.

As a result of the students' responses, the writer initiated a plan of action to construct special Homework Folders for each student to carry the homework paper in to take home and to bring it back to school the next morning. The folder was constructed by stapling the sides of a legal size manila folder, writing the student's name on the folder in such as manner with a marker that the homework folder became very personalized. For example, one folder would be labeled:

Jose's Homework Folder

Mrs. Doty's Class

Each student had their own personalized homework folder. This action seemed to restimulate interest. In addition, the writer purchased

a rubber stamp mold that could be used to stamp a message or instruction on the students' homework papers. The stamp was designed to incorporate the following message on the homework paper:

Homework

Parent Please Sign and Return

As a result, the week of November 4-8 rendered a 100% over-all return rate for homework. WOW! The Homework Chart looked beautiful! On November eighth the writer took an arbitrary tally of the Homework Chart, parent-teacher conference evaluations, and classroom/home projects procedures. At this point, 85% of the students' parents in the writer's first grade Chapter I class had signed the students' completed homework and the homework had been returned to the teacher. Success was measured by perusal of the Homework Chart.

The writer tallied the number of parents participating in parent-teacher conferences and found the total to be 85% of the parents had been present for parent-teacher conferences up to this point in time.

As of November eighth, 86% of the students' parents in the writer's classroom had signed and returned a questionnaire that had been sent home by the teacher. This was a definite stimulation procedure to acquaint the parents with classroom projects that were to be carried-over in the home.

The last check point to be tallied on this date was the number of homework assignments that were completed, signed by the parents and turned in to the classroom teacher. Ninety one assignments out of a possible 144 homework assignments had been accounted for on the classroom Homework Chart. Thus far, the writer's objectives were being accomplished

successfully. However, it was of vital importance not to let motivation lag or become stagnated.

In order to stimulate continued motivational interest and success, the week of November 11-15 was spent in preparing for the initiation of the second phase of student contests and started preparation for the Student Fair Day.

All of the preparation materials that had been used to stimulate interest thus far in the implementation phase were:

1. A lined Homework Chart consisting of:
    a. names of each student
    b. dates of homework assignment to be returned completed and signed by the parent
    c. at least 144 blocks on the chart to signify the required number of homework assignments to indicate success or completion of this objective
    d. symbol system on the chart to indicate whether the homework was returned signed by the parent or if it was just returned (i.e., signed by parent, completed, or incomplete)
2. Parent-teacher conference forms (Appendix B)
3. A survey questionnaire form (Appendix A) which consisted of:
    a. typed in English and the home language
    b. open-ended questions to encourage parent response
    c. limited to five questions with ample room for a written response
    d. allowed three days for sufficient time for the parent to read and to think about how he/she would like to answer the questions

e. introduction of the questionnaire indicated praise and concern for the student's progress indicated by the teacher

In order to plan for Student Fair Day, additional materials had to be included. During the week of November 11-15, the writer requested that the students bring to class any supplements of the home projects which were initiated in the classroom and carried out at home. Tables were rearranged in the writer's classroom to simulate the idea of different booths and a classroom banner was constructed to announce in writing the upcoming Student Fair Day. Invitations were written to the parents as a part of a language experience lesson. The invitations took two class periods on November 26-27 to prepare the written segment and the accompanying art illustrations. The written invitations were sent home on November 27 in order to prepare the parents for the upcoming Student Fair Day to be held on December sixth.

The week of December 2-6 was used as a preparation week for the Student Fair Day. An attendance contest was initiated by the writer to involve the boys and girls in attempting to motivate parent attendance at the Student Fair Day. There were to be two winners: one boy and one girl. The boy and girl who brought the most guests including their parents to the Fair Day would receive a special prize. The prizes were donated by a local toy merchant who consented to be involved.

The special day, December 6, 1985, arrived. The students were excited and full of anticipation as the time of one o'clock grew near. Student Fair Day for the writer's classroom was officially started at 1:00 P.M. on December 6, 1985.

Parents and guests signed the guest book and went to the different booths that the students had helped to prepare. There were eight booths.

Six booths contained student projects initiated in the classroom and carried over at home. The seventh booth was a resource setting in which a resource person, a fireman, had been asked to demonstrate a culminating activity on a unit on fire prevention. The students under the writer's guidance had studied about fire prevention in the classroom and then had been asked to go home and interview parents (ask parents about) ways to prevent fires and how to better fire proof their homes. For example, do not let newspapers accumulate, keep wiring covered, purchase a smoke alarm, and most important of all--make a family plan of escape from a house on fire. The culminating activity for the home/school project was the presentation by the fireman where he demonstrated the protective gear to be worn by fire fighters. Each student was encouraged to "try on" the protective gear. Needless to say, the seventh booth was the most enthusiastically enjoyed by all participating students and visitors. The eighth booth was a food booth which was the result of a reading unit stemming from reading stories in the second Pre-Primer Reading Book in the Ginn Reading Series. The making of bread and other delectable items of culinary design was displayed in the eighth booth. The food booth was the second most popular display of the Student Fair Day. At 3:30, the end of the writer's time allotment for the Fair, the student and parent visitors were reluctant to leave, but all seemed to have received a positive concept about the need for home/school correlation of learning. The writer was able to document this positive concept by readministering the questionnaire form after the conclusion of the Student Fair Day. The answers were more "in-depth" and positive in statement. The return rate was 95% for the questionnaires sent out after the Student Fair Day.

The time lapse from December 9-20 was a post Fair Day time period to see if the students would regress back to former pre-practicum status. The writer is happy to report that the homework return stayed consistently high and the need for parent-teacher conferences seemed to dwindle.

December 20, 1985 was the ending date for the implementation phase. The implementation phase was initiated on September 30, 1985 and ended on December 20, 1985. The total implementation period was three months in length.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

A. Results

The results of the writer's practicum were very positive. The writer utilized three specific methods for analyzing results.

1. Perusal of Homework Chart
2. Compilation and tabulation of parent-teacher conference forms
3. Tabulation of signed and returned teacher-made questionnaire

The results were as follows:

1. Over a period of three months, 96% of the students' parents in the writer's first grade Chapter I class signed and had the students' completed homework returned to the teacher. Success was measured by perusal of the classroom Homework Chart.
2. During the three months implementation period, 91% of the students' parents in the writer's classroom participated in a parent-teacher conference both by personal appearance and telephone conference.
3. At the end of three months, 94% of the students' parents in the writer's classroom signed and returned a questionnaire sent home by the teacher which demonstrated evidence of parent participation in perusing home progress in home/classroom projects.
4. At the conclusion of the three month implementation period, 144 homework assignments were completed and turned in to the classroom teacher as evidenced by check mark tabulation on the classroom Homework Chart.

There were no significant deviations from the proposed plan other than that the students waivered in returning signed homework assignments during the last week in October. The writer initiated an alternative procedure to remedy the regression and the following week brought positive results. As a matter of fact, the following week resulted in a 100% rate of homework returned.

When compared to the writer's original objectives for this practicum, the results were more positive than anticipated. Instead of the projected 85% hoped for in students' parents signatures and return of student homework, the actual tabulated results showed a very positive 96%. There was a definite increase of 11% over the projected rating.

When the actual results were compiled for parent participation in parent-teacher conferences, the results showed 91% which was 6% over the original projected "hoped for" rating of 85%.

At the end of three months, instead of the projected 85% of the students' parents signing and returning a teacher-made questionnaire, there resulted a total rating of 94%. This was an increase of 9% over the "hoped for" projected rating.

At the conclusion of the three month implementation period, 144 homework assignments were completed and turned in to the classroom teacher. The projected "hoped for" results were the exact same amount as the tabulated results. The end result rating could have been higher, if there had not been a "slump" in the homework return rate for a one week period. However, the homework return objective was met successfully.

All projected "hoped for" objectives were achieved successfully and surpassed in three of the original objectives:

1. Parent signed and student returned homework
2. Parent participation in parent-teacher conferences
3. Parent signed questionnaire and returned to the teacher

The results were very positive and encouraging. The fourth objective was met with 100% success rate.

4. One hundred forty four homework assignments were completed and turned in to the classroom teacher.

B. Conclusions

The conclusions that can be drawn from the success of this practicum are:

1. The objectives were met successfully.
2. Parents are interested and can be actively involved in their children's daily educational program.
3. Students can be motivated to complete and to return daily homework.
4. Classroom projects can be initiated in the classroom and carried over in the home environment.
5. Parents can be motivated to attend and to participate in parent-teacher conferences, if consideration is given on both the part of the teacher and the parent.
6. High motivation can be utilized in varying forms to accomodate an incentive program to produce positive results in parent and student participation.

C. Recommendations

The writer would like to recommend the use of methods in this practicum but the following suggestions might be found to be helpful:

1. Endeavor to understand the culture of the population to be addressed.
2. Focalize on the positive aspects of language and culture.
3. Develop rapport through whatever means or media the students and the parents will positively respond to.

The writer intends to further this solution in the writer's work setting by continuing high stimulus motivation to promote continued student and parent participation throughout the school year.

D. Dissemination

The writer intends to disseminate the practicum results among professional colleagues by means of a xeroxed abstract distributed to interested professionals.

In addition to distribution of an abstract, the writer has already shared the results of the practicum with colleagues at the writer's school.

Dissemination methods will be as follows:

1. Distribution of an abstract
2. Shared results in small group meetings
3. Network with other interested professionals

Teachers at the writer's school were favorably impressed with the practicum results; however, only four of the professionals indicated that they wanted to take the time to stimulate parent and student involvement. The writer found this to be a very sad situation. The only comment the writer can make is:

> Teaching is more than recitation of facts. It is giving of oneself in caring concern and purposeful effort.

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APPENDIX A

Parent Questionnaire

1. What do you think about your child's homework assignments?

_____

_____

_____

2. Class projects to be continued at home are: _____

_____

_____

_____

3. I would be willing to visit my child's classroom: _____

_____

_____

_____

4. Education is important to my child because: _____

_____

_____

_____

5. I would like to have parent workshops at Redland Migrant Labor Camp because: _____

_____

_____

_____

Preguntas para los Padres

1. ¿Como pienso usted de los asignaciones de sus hijos? _____

_____

_____

_____

2. Proyectos para la continuación en la casa son: _____

_____

_____

_____

3. Estoy despuesto quisitar el salón de mi hijo/hija: _____

_____

_____

_____

4. Educación es muy importante para mi hijo/hija porqué: _____

_____

_____

_____

5. Me gustaria tener clases especiales de educación para los padres en el "Redland Migrant Labor Camp" porqué: _____

_____

_____

_____

APPENDIX B

LEISURE CITY ELEMENTARY SCHOOL
TEACHER/PARENT CONFERENCE SUMMARY

PARENT/TEACHER CONFERENCE _____ DATE _____

PARENT/TEACHER/ADMINISTRATOR CONFERENCE _____

OTHER _____

REQUESTED BY _____

CLASSROOM CONFERENCE _____ TELEPHONE CONFERENCE _____

HOME VISIT CONFERENCE _____ WRITTEN REQUEST _____

STATE OF THE PROBLEM OR PUPIL PROGRESS:

_____

_____

_____

STEPS TAKEN TO RESOLVE THE PROBLEM:

_____

_____

_____

PLANS FOR FUTURE IMPROVEMENT:

_____

_____

_____

SIGNATURES:

_____ _____ _____
Parent Teacher Administrator